



MFL ~ Long Term Disciplinary Knowledge Map



The following National Curriculum objectives will be covered throughout each year group at differentiated levels due to the nature of MFL:

NC Pupils should be taught:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages – key stage 2 and 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking				• I can have a short conversation saying 1-2 things. • I can give a	• I can have a short conversation saying 3-4 things. • I can give a response	• I can hold a simple conversation with at least 3 exchanges. • I can use my	• I can hold a simple conversation with at least 4 exchanges. • I can use my

				response using a short phrase (progression based on outcome). • I am starting to speak in sentences (progression based on outcome). • I can engage in a conversation (progression based on outcome). • I can say what I like/dislike about a familiar topic (progression based on outcome).	using a short phrase (progression based on outcome). • I am starting to speak in sentences (progression based on outcome). • I can engage in a conversation (progression based on outcome). • I can use key phonics. • I can say what I like/dislike about a familiar topic (progression based on outcome).	knowledge of grammar to speak correctly (progression based on outcome). • I am speaking in sentences with more confidence (progression based on outcome). • I can engage in a conversation (progression based on outcome). • I can develop accurate pronunciation and intonation so that others understand when using familiar words and phrases (progression based on outcome).	knowledge of grammar to speak correctly (progression based on outcome). • I am speaking in sentences with more confidence (progression based on outcome). • I can engage in a conversation (progression based on outcome). • I can develop accurate pronunciation and intonation so that others understand when using familiar words and phrases (progression based on outcome).
Listening				• I can listen to spoken language and show an understanding by joining in and responding (progression based on outcome and level of responses). • I can listen to the patterns and sounds of language through songs and rhymes (progression based on song type, outcome and level of responses).	• I can listen to spoken language and show an understanding by joining in and responding (progression based on outcome and level of responses). • I can listen to the patterns and sounds of language through songs and rhymes (progression based on song type, outcome and level of responses).	• I can listen to spoken language and show an understanding by joining in and responding (progression based on outcome and level of responses). • I can listen to the patterns and sounds of language through songs and rhymes (progression based on song type, outcome and level of responses).	• I can listen to spoken language and show an understanding by joining in and responding (progression based on outcome and level of responses). • I can listen to the patterns and sounds of language through songs and rhymes (progression based on song type, outcome and level of responses).

Reading				• I can read and understand a short passage using familiar language (progression based on outcome). • I can explain the main points in a short passage (progression based on outcome). • I can use a word bank. • I can find rhyming words (progression based on outcome).	• I can read and understand a short passage using familiar language (progression based on outcome). • I can explain the main points in a short passage (progression based on outcome). • I know that a bilingual dictionary can help me to find new words and their translation. • I can find rhyming words (progression based on outcome).	• I can understand a short story or factual text and understand the main points (progression based on outcome). • I can use the context to work out unfamiliar words (progression based on outcome). • I am starting to use a bilingual dictionary or glossary to look up new words.	• I can understand a short story or factual text and understand the main points (progression based on outcome). • I can use the context to work out unfamiliar words (progression based on outcome). • I can use a bilingual dictionary or glossary to look up new words with increased confidence.
Writing				• I can write familiar phrases from memory (progression based on outcome). • I can write 2-3 sentences on a familiar topic (progression based on outcome). • I can say what I like/dislike about a familiar topic (progression based on outcome). • I can use a model text and substitute words to make my own written piece (progression based on outcome).	• I can write familiar phrases from memory (progression based on outcome). • I can write 2-3 sentences on a familiar topic (progression based on outcome). • I can say what I like/dislike about a familiar topic (progression based on outcome). • I can use a model text and substitute words to make my own written piece (progression based on outcome).	• I can write 3-4 sentences on a familiar topic. • I can substitute words and phrases (progression based on outcome). • I am starting to use a bilingual dictionary or glossary to look up new words.	• I can write 4-5 sentences on a familiar topic. • I can substitute words and phrases (progression based on outcome). • I can use a bilingual dictionary or glossary to look up new words with increased confidence.

Grammar

				• I can use the je and tu pronouns. • I can understand the masculine and feminine forms. • I can understand what a definite article is. • I can understand what an indefinite article is. • I can understand what a partitive article is. • I can use an adjective. • I can conjugate high frequency verbs for je and tu pronouns (linked to key vocabulary) • I can use the present tense.	• I can use the je, tu, il and elle pronouns. • I can understand the masculine and feminine forms. • I can understand what a definite article is. • I can understand what an indefinite article is. • I can understand what a partitive article is. • I can use adjectives. • I can recognise that different verbs have different endings. • I can conjugate high frequency verbs for je, tu, il and elle pronouns (linked to key vocabulary) • I know the difference between singular and plural. • I can use prepositions • I can use basic conjunctions. • I can use the present tense. • I can form simple sentences. • I can form a compound sentence with parce que	• I can use different pronouns. • I can understand why different pronouns are used. • I am beginning to look at the difference between tu (informal) and vous (formal) • I can understand the difference between masculine and feminine. • I can understand what an article is. • I can use adjectives and am starting to understand regular adjectival agreements • I am starting to use the correct verb endings. • I can conjugate high frequency verbs for je, tu, il, elle, ils and elles pronouns (linked to key vocabulary) • I can use plurals • I can understand what a plural is. • I can use prepositions. • I am starting to be able to use conjunctions. • I can write	• I can use different pronouns. • I know the difference between tu (informal) and vous (formal) • I can understand the difference between masculine and feminine. • I can use articles and know the difference between them. • I can use regular adjectives and am starting to understand regular adjectival agreements • I can conjugate avoir and être. • I can conjugate high frequency verbs • I can understand the present and past tenses. • I can form the past tense (manger, boire, habiter, avoir only) • I can use the conditional tense (only I would like to be) • I can use plurals. • I can use prepositions • I can use conjunctions • I can build a
--	--	--	--	--	--	---	---

					(because)	compound sentences with mais (but), et (and)and parce que (because) • I can use the present tense • I can use some commands (imperative)	compound sentence with mais (but), et (and)and parce que (because) • I can use comparative sentences • I can write simple sentences. • I can form questions
<u>Intercultural Understanding</u>				• Different names • Christmas in France • Regional varieties of food • Cities in France • Ongoing links with our French pen pals	• Different names • French songs • Different celebrations • Comparing shops and food • Francophone countries • Geographical features of France • Music by a French composer • Playground games • Ongoing links with our French pen pals	• Different celebrations and songs • Comparing food and money • Francophone countries • Cities around the world • School in France and England • Ongoing links with our French pen pals	• Different celebrations and songs • Comparing food • Francophone counties • Ongoing links with our French pen pals

Please note that the overall skills are similar for Years 3 and 4 but the planning shows how the content is progressive.

Please note that the overall skills are similar for Years 5 and 6 but the planning shows how the content is progressive.